

# Sustainability Continuum for CalServe Partnerships

## 2004-05 Renewal Process

### Section 1 - Vision and Policy

Institutionalized	Expanding	Underway	Getting Started
<b>1a. Establish a Vision</b> - The LEA has a very clear vision for high-quality teaching and learning that promotes service-learning and clearly includes roles and benefits to community partners.	<b>1a. Establish a Vision</b> -The LEA has an adequate vision for high-quality teaching and learning that includes service-learning opportunities for most students and roles and benefits to community partners.	<b>1a. Establish a Vision</b> -The LEA has a limited vision for high-quality teaching and learning that includes limited service-learning opportunities and limited roles and benefits to community partners.	<b>1a. Establish a Vision</b> -The LEA has a minimal vision, or none at all, for high-quality teaching and learning that includes few service-learning opportunities and minimal roles and benefits to community partners.
<b>1b. Critical Issues</b> Critical issues or challenges are addressed and a plan to overcome these challenges is clear.	<b>1b. Critical Issues</b> Critical issues or challenges are addressed with an adequate plan to resolve them.	<b>1b. Critical Issues</b> Critical issues or challenges are addressed with limited plan to resolve them.	<b>1b. Critical Issues</b> Critical issues or challenges are minimally addressed.
<b>1c. Policy and Two-Year Goals</b> - Policy related to service-learning includes approval, support, and accountability for the sustainability of service-learning. The partnership has clearly identified measurable annual policy goals for each of the remaining two years	<b>1c. Policy and Two-Year Goals</b> - An adequate description of current policy related to service-learning is provided. The partnership has identified adequate annual policy goals that are measurable for each of the remaining two years.	<b>1c. Policy and Two-Year Goals</b> - A limited description of current policy related to service-learning is provided. The partnership has limited or unclear annual policy goals that are somewhat measurable for each of the remaining two years.	<b>1c. Policy and Two-Year Goals</b> -A minimal description, or none at all, of current policy related to service-learning is provided. The partnership has minimal or unmeasurable annual policy goals for each of the remaining two years.
<b>1d. Districtwide Surveys</b> Districtwide surveys are thoroughly described.	<b>1d. Districtwide Surveys</b> Adequate results of a districtwide-wide survey are provided.	<b>1d. Districtwide Surveys</b> Limited survey results are provided.	<b>1d. Districtwide Surveys</b> Minimal survey results provided, or none at all.

**Section 2 - High-quality Service-Learning**

<b>Institutionalized</b>	<b>Expanding</b>	<b>Underway</b>	<b>Getting Started</b>
<b>2a. High-Quality Service-Learning</b> –The partnership has integrated service-learning into its instructional practice, fully aligned with the five elements of the federal definition for service-learning. There is very clear evidence that the service activities are linked to the district and state adopted academic content standards including civics. It is very evident that young people had a strong voice in determining the community needs and service activities.	<b>2a. High-Quality Service-Learning</b> -An adequate service-learning instructional design process, aligned with the five elements of the federal definition for service-learning, is described. There is adequate evidence that service activities are linked to the district and state adopted academic content standards. Young people have had an adequate voice in determining the community needs and service activities.	<b>2a. High-Quality Service-Learning</b> -A limited instructional design, with service-learning activities somewhat aligned with the federal definition for service-learning, is described. There is limited evidence that service activities are linked to the district and state content standards. . The role of young people in determining the community needs and service activities is very limited or is unclear.	<b>2a. High-Quality Service-Learning</b> -The instructional design process is not aligned with the federal definition for service-learning or is aligned in a minimal way or not at all. There is minimal evidence, that service activities are linked to the district and state content standards. The role of young people in determining the community needs and service activities is very unclear or missing.
<b>2b. Student Assessment -</b> Students are assessed on the achievement of district and state content standards as they participate in service activities. A very clear description of how the partnership will determine the increase in students' sense of civic responsibility is presented.	<b>2b. Student Assessment -</b> There is an adequate description of how students will be assessed on the achievement of district and state content as they participate in service activities. An adequate description of how the partnership will determine the increase in students' sense of civic responsibility is presented.	<b>2b. Student Assessment -</b> There is a limited description of how students will be assessed on the achievement of district and state content standards as they participate in service activities. A limited description of how the partnership will determine the increase in students' sense of civic responsibility is presented.	<b>2b. Student Assessment -</b> There is a minimal or no description of how students will be assessed on the achievement of district and state content standards as they participate in service activities. A minimal description, or none at all, of how the partnership will determine the increase in students' sense of civic responsibility is presented.
<b>2c. Student Participation</b> Opportunities for students from non-public schools and diverse groups are included in the initiative. It is clear that students from different grade spans will work together.	<b>2c. Student Participation</b> Opportunities for students from non-public schools and diverse groups are adequately described. Students from different grade spans adequately work together	<b>2c. Student Participation</b> Limited opportunities for students from non-public schools and diverse groups are listed. Students from different grade spans work together in a limited way to provide service-learning.	<b>2c. Student Participation</b> Minimal or no opportunities for students from non-public schools and diverse groups are included. Students from different grade spans do not work together or do not provide service-learning.

**Section 3 – Training and Professional Development**

<b>Institutionalized</b>	<b>Expanding</b>	<b>Underway</b>	<b>Getting Started</b>
<b>3a. Training Needs and Strengths-</b> Needs and strengths for service-learning training and professional development are integrated into the district's overall professional development plans. Key areas of need and strength, particularly those related to teaching to the district/state standards are well-identified for all stakeholders.	<b>3a. Training Needs and Strengths-</b> Identifying participants' and practitioners' needs and strengths for service-learning training and professional development is adequately integrated into the districts overall professional development plans. Key areas of need and strength, particularly those related to teaching to the district/state standards are adequately identified for all stakeholders.	<b>3a. Training Needs and Strengths-</b> Identifying participants' and practitioners' needs and strengths for service-learning training and professional development is limited. Areas of need and strength, particularly those related to teaching to the district/state standards, are listed for some stakeholders.	<b>3a. Training Needs and Strengths-</b> Identifying participants and practitioners' needs and strengths for service-learning training and professional development is minimally integrated into the district's overall professional development plans. Limited areas of need and strength related to teaching to the district/state standards are identified.
<b>3b. Training and Professional Development Plan –</b> A comprehensive training and professional development plan based on the needs assessment is well established. Professional development activities (Form C) very clearly address the key needs. Service-learning is fully infused into most other school and district training events and includes youth, parents and community members.	<b>3b. Training and Professional Development Plan –</b> An adequate training and professional development plan is based on the needs assessment. Professional development activities (Form C) adequately address the key needs. Service-learning is infused into most other school and district training events.	<b>3b. Training and Professional Development Plan –</b> The training and professional development plan is based on the needs assessment in a limited way. Professional development activities (Form C) are limited. Service-learning is sometimes included in other school and district training events.	<b>3b. Training and Professional Development Plan –</b> A training and professional development plan is minimally established. Professional development activities (Form C) are missing or minimally list the key needs. Service-learning is minimally included into other school and district training events.
<b>3c. Stakeholders-</b> Clear evidence of youth, parents, and community partners being involved in planning next year's Training and Professional Development is provided.	<b>3c. Stakeholders-</b> Adequate evidence that youth, parents, and community partners have been involved in the planning of Training and Professional Development is provided.	<b>3c. Stakeholders-</b> Limited evidence of youth, parents, and community partners as planners is minimally provided.	<b>3c. Stakeholders-</b> Evidence of youth, parents, and community partners' involvement in next year's plan is minimal.

**Section 4 - Organizational Design and Leadership Capacity**

<b>Institutionalized</b>	<b>Expanding</b>	<b>Underway</b>	<b>Getting Started</b>
<p><b>4a. Organizational Design - Form D</b> indicates a comprehensive number of partnership participants will be engaged in service-learning activities. An experienced and highly qualified program coordinator is in place.</p>	<p><b>4a. Organizational Design - Form D</b> indicates an adequate number of partnership participants will be engaged in service-learning activities. An adequately experienced program coordinator is identified.</p>	<p><b>4a. Organizational Design - Form D</b> indicates a limited number of partnership participants who will be engaged in service-learning activities. A program coordinator with limited experience is identified.</p>	<p><b>4a. Organizational Design - Form D</b> indicates a minimal number of, or none at all, partnership participants who will be engaged in service-learning activities. No program coordinator or one with minimal or no experience is identified.</p>
<p><b>4b. Leadership Capacity –</b> Organizations and agencies assigned representatives make up the partnership's advisory committee. The LEA, administration and youth have clear leadership roles. All advisory committee members actively participate in the design, support, implementation, and accountability of the partnership.</p>	<p><b>4b. Leadership Capacity –</b> An adequate number of organizations and agencies have assigned representatives to the partnership's advisory committee. The LEA, administration and youth have adequate leadership roles. Most advisory committee members actively participate in the design, support, implementation, and accountability of the partnership.</p>	<p><b>4b. Leadership Capacity –</b> A limited number of organization and agency representatives make up the partnership's advisory committee. The LEA, administration and youth have limited leadership roles. A limited number of advisory committee members actively participate in the design, support, implementation, and accountability of the partnership.</p>	<p><b>4b. Leadership Capacity –</b> Minimal organizations and agencies are included in partnership's advisory committee. The LEA, administration and youth have limited leadership roles. A minimal number of advisory committee members participate in the design, support, implementation, and accountability of the partnership.</p>

**Section 5 - Resource Development and Public Relations / Recognition Activities**

<b>Institutionalized</b>	<b>Expanding</b>	<b>Underway</b>	<b>Getting Started</b>
<b>5a. Funding and Resources</b> – There are comprehensive funding strategies in addition to the CalServe grant, supporting the service-learning initiative. Existing school and community funding and resources that will support a very viable service-learning initiative in the partnership are in place. Memoranda of Understanding (MOUs) clearly provide evidence of the specific cash and in-kind resources and organizational commitments to the partnership. Definitive linkages to other initiatives in the partnership have or will have clearly reduced reliance on CalServe funding over time.	<b>5a. Funding and Resources</b> - There is an adequate funding strategy, in addition to the CalServe grant, supporting the service-learning initiative. Existing school and community funding and resources that will support a service-learning initiative in the partnership are in place. Memoranda of Understanding (MOUs) adequately provide evidence of the specific cash and in-kind resources and organizational commitments to the partnership. Linkages to other initiatives in the partnership have reduced reliance on CalServe funding over time.	<b>5a. Funding and Resources</b> - There are limited funding strategies, in addition to the CalServe grant, supporting the service-learning initiative. Support from school and community funding and resources is unclear. Memoranda of Understanding (MOUs) provide limited evidence of specific cash and in-kind resources and organizational commitments to the partnership. Some linkages to other initiatives in the partnership may reduce reliance on CalServe funding over time.	<b>5a. Funding and Resources</b> - There is little or no description of funding strategies. Minimal school and community funding and resources that will support a service-learning initiative are in place. Memoranda of Understanding (MOUs) minimally provide evidence of cash and in-kind resources and organizational commitments to the partnership. Linkages to other initiatives in the partnership have minimal plans to reduce reliance on CalServe funding over time.
<b>5b. Public Relations/ Recognition Plan</b> - A comprehensive public relations (PR) strategy is present. As part of the PR strategy, recognition activities for <b>all</b> participants (youth and adults from school and community) are clearly evident. Clear, viable strategies to educate local, state and national elected officials about service-learning are occurring.	<b>5b. Public Relations/ Recognition Plan</b> - An adequate PR strategy to support the partnership is present. As part of the PR strategy, recognition activities for nearly all participants (youth and adults from school and community) are described. Adequate strategies to educate local, state and national elected officials about service-learning are occurring.	<b>5b. Public Relations / Recognition Plan</b> - As part of the PR strategy, recognition activities for a limited number of participants (youth and adults from school and community) are briefly described. Limited strategies to educate local, state and national elected officials about service-learning are occurring.	<b>5b. Public Relations/ Recognition Plan</b> - Minimal or no PR strategy to support the partnership is present. If there is a PR strategy, recognition activities for very few participants (youth and adults from school and community) are described. Strategies to educate local, state and national elected officials about service-learning are missing.
<b>5c. Next Year's Plan</b> - There are very clearly defined plans to expand funding and resource capacity.	<b>5c. Next Year's Plan</b> - The partnership has an adequate plan to expand funding and resource capacity.	<b>5c. Next Year's Plan</b> - The partnership has a limited plan to expand funding and resource capacity.	<b>5c. Next Year's Plan</b> –Plans to expand funding or resource capacity are not clearly defined.
<b>5d. Linkages to Other Programs</b> There are clearly defined programmatic linkages among the service-learning initiative community partners and other initiatives, or other local, state, and federal categorical programs (e.g., No Child Left Behind (NCLB) operating in the partnership.	<b>5d. Linkages to Other Programs</b> The partnership is an adequate collaborative between the LEA and a variety of community partners. There are adequately defined programmatic linkages between the service-learning initiative and other initiatives, or other local, state, and federal categorical programs (e.g., NCLB) operating in the partnership.	<b>5d. Linkages to Other Programs</b> The partnership is a limited collaborative between the LEA and a few community partners. There are limitedly defined programmatic linkages between the service-learning initiative and other initiatives, or other local, state and federal categorical programs (e.g., NCLB).	<b>5d. Linkages to Other Programs</b> The partnership is not a collaborative between the LEA and community partners. There are no clearly defined programmatic linkages between the service-learning initiative and other initiatives, or other local, state, and federal categorical programs (e.g., NCLB).

**Section 6 – Evaluation, Accountability, and Continuous Program Improvement**

<b>Institutionalized</b>	<b>Expanding</b>	<b>Underway</b>	<b>Getting Started</b>
<b>6a. Local Evaluation Team</b> - The local evaluation team has very clearly identified roles and is made up of LEA and community practitioners and participants.	<b>6a. Local Evaluation Team</b> -The local evaluation team has adequately identified roles and is made up of LEA and community practitioners and participants.	<b>6a. Local Evaluation Team</b> - The local evaluation team has been identified and is made up of LEA and community practitioners and participants.	<b>6a. Local Evaluation Team</b> - The local evaluation team has not been identified or is made up of practitioners with minimal or no evaluation qualifications. Roles are unclear.
<b>6b. Evaluation Plan for Outcomes</b> - A very clear evaluation plan describing the methods and kinds of evidence, strategies, and personnel involved in evaluating outcome indicators is presented. Linkages to established evaluation mechanisms are clearly documented including the revision or expansion of the roles of the local evaluation team.	<b>6b. Evaluation Plan for Outcomes</b> - An adequate evaluation plan describing the methods and kinds of evidence, strategies, and personnel involved in evaluating the outcome indicators is presented. Linkages to established evaluation mechanisms are adequately documented including the revision or expansion of the roles of the local evaluation team	<b>6b. Evaluation Plan for Outcomes</b> - A limited evaluation plan describing the methods and kinds of evidence, strategies, and personnel involved in evaluating the outcome indicators is presented. Some limited linkages to established evaluation mechanisms are documented including the roles of the evaluation team.	<b>6b. Evaluation Plan for Outcomes</b> - A minimal evaluation plan describing the methods and kinds of evidence, strategies, and personnel involved in evaluating the narrative outcome indicators is presented. Minimal or no linkages to established evaluation mechanisms are described. Minimal revision or expansion of evaluation team is planned.
<b>6c. Monitoring Progress</b> - Evaluation data for 2003-2004 to improve the quality of service-learning, inform district policy, and garner support for the partnership in 2004-05 is provided.	<b>6c. Monitoring Progress</b> - Adequate evaluation data for 2003-2004 to improve the quality of service-learning, inform district policy, and garner support the partnership in 2004-05 is provided.	<b>6c. Monitoring Progress</b> - Limited evaluation data for 2003-2004 to improve the quality of service-learning, inform district policy, and garner support for the partnership in 2004-05 is provided.	<b>6c. Monitoring Progress</b> - Minimal evaluation data is used to improve the quality of service-learning, inform district policy, and garner support for the partnership.